**Language Arts – 5th Grade**

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**Curriculum Overview:**

This course, first and foremost, aims to inspire a love of literature in all its forms and to encourage self-expression as a means to convey information, ideas, and emotions in ways that create a lasting impact on an audience. An appreciation for how writers use language to interest and move an audience are explored, alongside ways to harness the power of language to express a unique perspective through writing. Building a more expansive vocabulary and mastering grammatical structures and conventions provide important foundations for these endeavors. A portion of this course is conducted online (in blogs and in an online classroom, [Collaborize](http://www.collaborizeclassroom.com//)) to help students gain necessary skills as 21st learners. Students will curate digital portfolios to document their growth as readers, writers, and thinkers over the course of the year.

**Texts:**

Sharon Creech, *Love That Dog*

William Gibson, *The Miracle Worker*

Lewis Carroll, *Alice’s Adventures in Wonderland*

Student reading selection (TBA)

Selected poems and stories

Independent reading (selections available in classroom library)

*Wordskills,* Red Level

*English Workshop*, Introductory Course

**Grading:**

Quizzes, Reading Responses, and other Short Assignments: 25%

Tests and Essays: 25%

Quarterly Projects: 25%

Class Participation and Homework: 25%

**Homework:**

Students are expected to read independently outside of school at least 60 minutes each week for the first semester; this expectation will be extended to 90 minutes each week for the second semester. Students should assume the responsibility of breaking up their reading into 15, 20, or 30-minute sessions at home, rather than save all their reading for one big session at the end of the week. Assessments of independent reading will be incorporated into the work of the course. In addition, students will usually be assigned two online assignments in our [Collaborize](http://www.collaborizeclassroom.com//) classroom each week: (1) a guided written reflection based on conversations about their reading (and other topics) with their families; (2) “flipped” learning opportunities using materials shared online. Students may also use evening study time to review new vocabulary and grammar concepts for regularly scheduled tests and quizzes.